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AUTHOR Roos, Marie C.; And Others
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ABSTRACT

ON-SITE (Oklahoma Nucleus for School Involvement in Teacher Education), an innovative teacher education program, is a cooperative effort between the College of Education at Oklahoma State University (OSU) and the Stillwater Public Schools (SPS). The program was initiated in 1973 and is maintained as a free partnership whose program development is based on the accommodation of the needs and goals of both OSU and SPS. ON-SITE provides early and intensive involvement in elementary education through a three-semester program for university students with junior standing. Participants have the opportunity to work with four different cooperating teachers at different grade levels (K-8) and in different schools in Stillwater. The program provides for a variety of learning experiences related to classroom instruction and management--a designated amount of time is provided for both methods classes and classroom participation. Completion of the program qualifies graduates for the Standard Elementary Certificate (K-8). Students spend six hours per week in elementary classes for two semesters, prior to student teaching, and are expected to work in small groups and with individual pupils under the supervision of both the cooperating teacher and the university supervisor. At the conclusion of the program, participants will have completed 180 clock hours of classroom observation/participation and nine credit hours (12 weeks) of student teaching. Appendixes contain: (1) schedules; (2) evaluation forms; (3) certificates of accomplishment; (4) teacher certification at OSU; (5) application for admission to student teaching; (6) suggested activities; and (7) a description of ON-SITE. (MM)

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ON-SITE

OKLAHOMA NUCLEUS FOR SCHOOL INVOLVEMENT

IN TEACHER EDUCATION

U.S. DEPARTMENT OF HEALTH,
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Oklahoma State University - Stillwater Public Schools

1976

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STEERING COMMITTEE MEMBERS

Stillwater Public Schools

Ann Abbott
Joan Barrick
Arthur Bieri
Kathleen Bird
Barbara Cross
Harry Gootas
Jan Hargrove (SPS Liaison)
Edna Jungers
Nedra Koen
Ann Lane
J. A. MacLauchlin
Calvin McEntire
C. D. Mihura
Jerita Whaley
Maxin White

ex officio:

Dr. Wm. Anderson
Dr. Bill Salwaechter

Oklahoma State University

Doug Aichele
Bernard Belden
Bob Brown
Idella Lohmann
Ted Mills
Joe Pearl
Bob Purvis
Marie Roos (OSU Director)
Pete Troxel
Jeanne Yates

ex officio:

Dean Don Robinson
Dr. Don Myers

Student Representatives

Rebecca Abbott Schroeder
Jimmie Sue Moffeit
Glenda Murnan
Sheila Sams
Robbie Todd
Brenda Wolfley

Compiled and edited by:

Jan Hargrove
Edna Jungers
Idella Lohmann
Marie Roos
Pete Troxel

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
II.	ON-SITE ORGANIZATIONAL CHART	2
III.	OBJECTIVES	3
	1. Beliefs	3
	2. Assumptions	4
	3. Goals	5
IV.	HISTORY: Background Information	6
V.	FEATURES	8
	1. Definition of Terms and Role Identifications	8
	2. Policies and Procedures	9
	3. Entrance Requirements and Procedures	9
	4. Orientation	10
	5. Placement Procedures	10
	6. Requests for Student Teaching	11
	7. Supervision of ON-SITE Students	11
	8. Personnel in Schools and University	12
	9. Evaluation of ON-SITE Students	12
	10. Certificates of Accomplishment	13
	11. Attendance and Vacation Schedules	14
APPENDIX		
Appendix A:	Schedules	17
Appendix B:	Evaluation Forms	18
Appendix C:	Certificates of Accomplishment	20
Appendix D:	Teacher Certification at Oklahoma State University	21
Appendix E:	Application for Admission to Student Teaching	25
Appendix F:	Suggested Activities	29
Appendix G:	ON-SITE	30

CHAPTER I

INTRODUCTION

ON-SITE
Oklahoma Nucleus for School Involvement in Teacher Education

ON-SITE is an innovative teacher education program which is a cooperative effort between the Stillwater Public Schools and the College of Education at Oklahoma State University. ON-SITE is a three semester program open to university students with junior standing. Students entering this program are expected to continue with the program, which terminates with student teaching in the Stillwater Public Schools, unless circumstances interfere with their continuation in school.

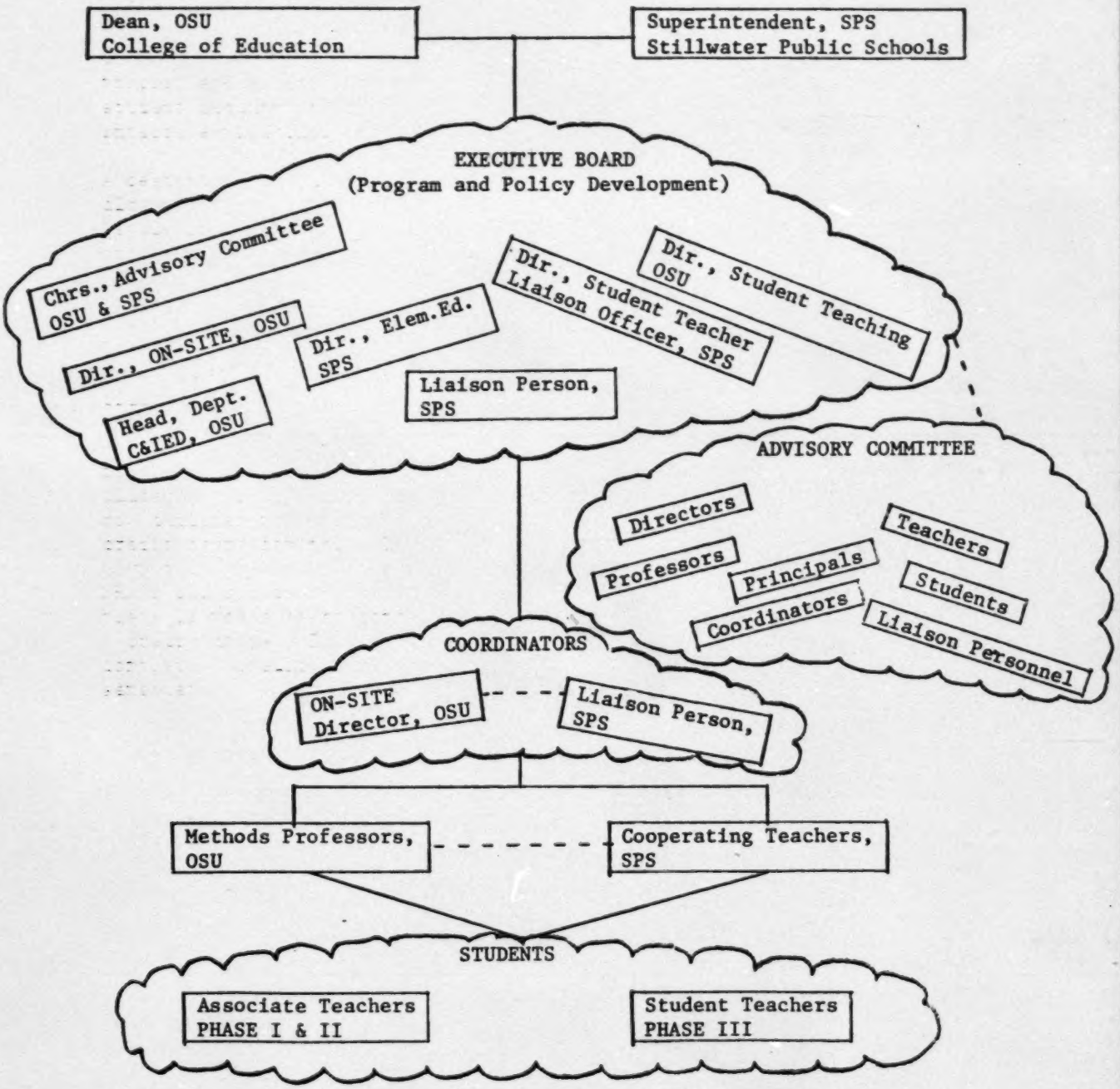
A designated amount of time is provided for both methods classes and classroom participation (Appendix A). Experiences are provided at four levels in one middle and four elementary schools. (Completion of the program qualifies graduates for the Standard Elementary Certificate K-8.)

ON-SITE is divided into three phases as shown in Appendix A. PHASE I associate teachers participate in the ON-SITE program in the morning; they take courses offered on campus in the afternoon. PHASE II associates participate in ON-SITE in the afternoon enabling them to take courses which are offered on campus only in the morning. This plan serves a two-fold purpose: Associates can enroll in additional hours toward certification and graduation and also observe/participate in classrooms both morning and afternoon. This enables them to observe how children work throughout the day. PHASES I and II each offer 12 credit hours for the half day ON-SITE experience. Associates are permitted to enroll in a maximum of 20 credit hours each semester. PHASE III students, identified as ON-SITE student teachers, must complete 12 weeks of student teaching, for which they receive a total of 9 credit hours. Following this experience, student teachers will complete 7 credit hours of required courses to total 16 hours for the semester.

CHAPTER II

ON-SITE ORGANIZATIONAL CHART

Oklahoma State University - Stillwater Public Schools
1976



CHAPTER III

OBJECTIVES

Beliefs

We believe:

1. ON-SITE will make a difference in the preparation of a beginning teacher.

2. Learning is a lifelong process. In spite of the cooperative efforts of the public schools and universities, students at the undergraduate level are just beginning to learn about teaching.

3. Teacher education at OSU is the business of classroom teachers, administrators, university professors, and all members of the profession.

4. A program such as ON-SITE would give classroom teachers greater impact in teacher education.

5. Associate teachers will get a better understanding of teaching methodology when they can see the principles applied concurrently in the classroom.

6. ON-SITE will give university professors more opportunity to maintain close relations with "the real world" of the teacher.

7. A longer period of exposure with many varied experiences in different types of environments will enable associate teachers to develop their own unique teaching styles.

8. Evaluation of associate teachers is a continuous effort rather than a culminating one.

9. ON-SITE will require more planning and greater commitment of personnel in both the public schools and university.

10. Associate teaching must be consistent with what is known about human growth and development and how learning takes place.

11. The most important factor in an educational program is the learner. The process of learning must be considered in the evaluation of a program.

12. A positive self-image is a desirable condition for learning; how an associate teacher feels about him/herself is reflected in his work.

Assumptions

1. An extension of time in the classrooms plus a variety of experiences with children prior to teaching will result in more competent, skillful first-year teachers. Continuous classroom affiliation affords opportunities for immediate remediation.

2. The extension of time in the classroom will aid students in decision making in regard to teaching careers.

3. The Center concept and its implementation will provide a means of demonstrating integration of theory and practice.

4. The Center will provide opportunities for professional growth among staff members.

5. Inservice, as well as preservice education, will be available as a result of having demonstrations and workshops on site and having students available to relieve classroom teachers who wish to attend.

6. Associate teachers will have greater opportunities to become familiar with educational materials.

7. Associates will better understand children and how they learn as a result of their contact with different age groups and cultural backgrounds.

8. More individual help and supervision can be provided for children when the teacher has a regular assistant.

9. Improved cooperation and interaction among public school and university personnel can be expected.

10. The Center will provide opportunities for the utilization of expertise from varied sources.

11. Emphases will be placed on content and methodology through demonstrations.

12. The concept of a preservice-inservice center will give credence to the idea that entry requirements into the profession should be a joint effort between public schools and university personnel.

13. The Center type organization will promote more teaming between the teacher and associate teacher.

Goals

1. To establish a program which facilitates cooperative efforts of teachers, associate teachers, university professors, and administrators in planning and implementing learning experiences for children.

2. To provide a program which gives classroom teachers direct input into teacher education.

3. To produce beginning teachers who have had a wide range of experiences.

4. To stimulate teachers to continue learning as a lifelong process.

5. To establish a program that utilizes continuous evaluation of associate teachers.

6. To provide a program which integrates the principles of theory and practical application in a classroom setting. In essence, to integrate campus work with field work.

7. To establish a program which requires the university professors to become directly involved with classroom activities and procedures.

8. To provide beginning teachers with a positive self-image.

9. To provide opportunities for further professional development of teachers and university professors.

CHAPTER IV

BACKGROUND INFORMATION

History of Teacher Education at the Elementary Level

For the past several years, the College of Education has been searching for a means of giving its senior students a better methodological foundation while giving them the maximum time allowable in practical, in-the-schoolroom, experiences. Stillwater teachers were asked for input concerning the different schedules that previously had been tried. Early in the 1972-73 school year several meetings were held with university personnel and public school teachers. From these sessions, came a decision that a committee should be formed to establish a program that would benefit both the public schools and the university to the greatest extent.

Thus, the Elementary Student Teaching Advisory Council (ESTAC) was formed and functioned throughout that 1972-73 school year. ESTAC established the "regular" teacher education program which is set up in the following manner: The prospective student teacher spends Monday of each of the first eight weeks in the assigned classroom in the public school. From Tuesday through Friday the student attends methods classes (Language Arts, Reading, Math, Science, and Social Studies) on campus. The rationale for early field experience in the classroom is that student teachers can get to know their students prior to full time student teaching and apply many of the skills gained from the methods classes. The second eight weeks of the semester is spent full time in the public school. This program has been in effect in the Stillwater and surrounding schools since that time.

An outgrowth of ESTAC was a smaller group united by the Dean of the College of Education and the Superintendent of Stillwater Public Schools in the summer of 1973 to study the possibilities of a new teacher education program that would involve the Stillwater Public Schools and Oklahoma State University. The summer meetings were initiated to investigate an innovative concept in teacher education called a "Center." This small group continued to meet during the summer months. When the school year 1973-74 began, the group was enlarged to include a principal and teacher from each of the elementary schools that wished to participate and the university personnel working in the program.

This group worked together throughout that school year on a regular basis. In the spring of 1974 representatives visited University-Public School Centers at Kent State University and Arizona State University.

Based on ideas gained from the visitations and input from teachers and principals, ON-SITE was established. ON-SITE is an acronym for

Oklahoma Nucleus for School Involvement in Teacher Education. Charged with developing the Center, its goals, and the framework of a workable schedule, the ON-SITE Steering Committee met regularly to share new input, study the program which was scheduled to start during the fall semester of the 1974-75, and keep lines of communication open.

CHAPTER V

FEATURES

Definition of Terms and Role Identifications

ON-SITE: Oklahoma Nucleus for School Involvement in Teacher Education, a cooperative venture in preservice teacher education involving Oklahoma State University and the Stillwater Public Schools.

Director of ON-SITE: The University professor in charge of admissions to the program and the ongoing activities of the Teacher Center. This person works with methods professors, the public school Liaison Person, and the Director of Elementary Education in developing and maintaining the program.

ON-SITE Liaison Person: The public school person who works with the Director of ON-SITE and the Director of Elementary Education in placement of associates and student teachers in ON-SITE and assists classroom teachers in implementing and coordinating the program.

ON-SITE Advisory Committee: A committee composed of principals, teachers, coordinators, directors, students, and supervisors of elementary education and student teaching in the Stillwater Public Schools and Oklahoma State University. The committee is co-chaired by persons elected from OSU and Stillwater Public Schools. The functions of this committee are to recommend policies and procedures and to keep the lines of communication open.

ON-SITE Executive Board: Persons involved with the administration and implementation of the ON-SITE program--Director of ON-SITE, Director of Student Teaching, Head of Department of Curriculum and Instruction from Oklahoma State University; ON-SITE Liaison Person, Director of Elementary Education, the Student Teacher Liaison Officer from the Stillwater Public Schools, and Co-Chairpersons of the Advisory Committee .

Preservice Teaching Center: A public school site where methods are taught and both teachers and children are accessible.

PHASE I: The first semester of the ON-SITE program.

PHASE II: The second semester of the ON-SITE progam.

PHASE III: The third semester of the ON-SITE program, involvement in full time student teaching.

Associate Teacher: The university student participating in the ON-SITE program, PHASE I and PHASE II.

ON-SITE Student Teacher: The university student participating in the ON-SITE program, PHASE III, full time in the classroom.

Cooperating Teacher: The public school teacher who is participating in the ON-SITE program by working with an associate or an ON-SITE student teacher in the classroom.

Methods Teacher: A university faculty member who is participating in the ON-SITE program by teaching methods courses off campus in the Teacher Center.

College Supervisor: A member of the university faculty who observes the associate teacher and ON-SITE student teacher in the classroom.

Policies and Procedures

The policies and procedures of ON-SITE were originally established by members of the Steering Committee representing both the university and Stillwater Public Schools. The Steering Committee today continues to serve as the advisory board where input from the total population involved with the ON-SITE program is aired. When changes in the policies and/or procedures are deemed necessary, the advisory board serves as the sounding board with the final decisions being the vested right of the Executive Board. No changes can be made in policies or procedures without concurrence of the Executive Board.

Entrance Requirements and Procedures

A student who wishes to enter the ON-SITE program should:

1. Have transportation to the schools.
2. Make application to the program through the Director of ON-SITE.
3. Have a minimum average grade point of 2.0.
4. Be of junior standing or have consent of the Director of ON-SITE.

5. Secure admission to Teacher Education, after completing 40 semester hours of classwork. (Teacher Education Office, Gundersen) (Appendix D)

6. Complete the autobiography form for the cooperating teachers. (Secure from the Director of ON-SITE)

7. Enroll through the Director of the ON-SITE program or some other designated person.

8. Arrange to do student teaching in the Stillwater Public Schools.

9. Express a firm commitment to teaching.

Note. Students anticipating entrance into the ON-SITE program should postpone taking the following courses which are sometimes elected in the second half of the sophomore year, but are an integral part of the ON-SITE program: C&IED 3122
ABSED 3113
ABSED 4223

Orientation

An orientation for students entering ON-SITE will be offered the first day of classes each semester. All students should attend. At this meeting, students will meet personnel from both the Stillwater Public Schools and Oklahoma State University and become acquainted with the policies and procedures of the program.

Students will be notified by the Director of ON-SITE as to the place, date, and time of the orientation meeting.

Placement Procedures

In order to provide a wide range of experiences, PHASES I and II associates are placed in four different assignments before they become full time student teachers in PHASE III. Upon completion of these four assignments, associates should be able to name the level and school where they would like to do full time student teaching. The principal at each of the schools provides a list of teachers who wish to work with the program. This list is sent to the Stillwater Public School's ON-SITE Liaison Person. The ON-SITE Director, Director of SPS Elementary Education and ON-SITE Liaison Person use the list in making placements. The procedure for notification of placements is as follows:

1. Principals will be informed of placement by the ON-SITE Liaison Person.

2. Upon approval of the building principal, teachers will be notified of placements (by ON-SITE Liaison Person or principal).

3. ON-SITE students will be notified of placement by the Director of ON-SITE.

Requests for Student Teaching

Requests for specific school, level, and teacher can be made in the ON-SITE program, but will only be made with the approval of the principal of the school and also should be a mutual desire of the cooperating teacher and associate. PHASE II associates may make their requests for school, level, or teacher during the last assignment as an associate. This request should be made to the Director of ON-SITE on the appropriate form "Application for Admission to Student Teaching" provided by the Office of Student Teaching (Appendix E).

The principal of the school designated will be contacted by the Liaison Person with regard to placement. The associate should specify a second and third perference in the event the first request is declined. These requests must be made known to the placement committee no later than three weeks before the end of the PHASE II semester.

A cooperating teacher may request an ON-SITE student teacher by contacting the ON-SITE Liaison Person.

Supervision of ON-SITE Students

PHASE I and PHASE II

Associates at the junior level (PHASES I and II) will be working under the guidance of their cooperating teachers. University faculty members will visit the classrooms periodically to maintain communication with the cooperating teachers and associates. Although the associate may not always be present at the time the OSU supervisor is visiting with the cooperating teacher, he/she should be informed of the visit and the nature of the conversation.

PHASE III

At the senior level participants will enter full time student teaching. They are referred to as ON-SITE student teachers. These students will be supervised by a university staff member following the same procedure as student teachers in the regular program (at least two visits to each student teacher during the experience).

Personnel in School and University

Methods professors are privileged to work directly with classroom teachers and principals in planning and implementing classroom activities involving children. Clearance through the central office at the Board of Education Building, which is the usual procedure for other university classes, is not expected of personnel in the ON-SITE program. This exception to the norm is made because ON-SITE is part of the Stillwater school system. However, university personnel should contact the principal and the teacher of each school in which he/she is working before proceeding with projects, demonstrations, and other types of activities involving children in the classroom.

Cooperating teachers are invited to consult methods professors at any time for assistance or an exchange of ideas. Methods professors and cooperating teachers should change roles occasionally to further professional growth by both.

Evaluation of ON-SITE Students

PHASE I and PHASE II

The cooperating teachers will evaluate the associates in terms of contributions to the ongoing activities in the classroom. Twelve items pertaining to personality attributes, professional behavior, and instructional abilities will be assessed by the cooperating teacher on the basis of performance: excellent, satisfactory, fair, weak (See Evaluation Form for Associate Teachers, Appendix B). Grades for C&IED 2450 and 3450 will be determined by the university supervisor based on information from the evaluation forms and informal conferences with the cooperating teachers.

Associates will be evaluated upon the completion of each eight week assignment. In the event that there is disagreement between cooperating teachers in rating an associate, a composite score on the twelve items will help to determine a grade. Another determining factor will be punctuality and regular attendance. The Director of ON-SITE will be responsible for providing cooperating teachers with evaluation forms. Cooperating teachers will return the completed forms to the ON-SITE Director (mailbox at Skyline Elementary School). Each evaluation should be returned in a sealed envelope, which will be provided.

Copies of the evaluation form should be given to the associates upon entrance to the program so they will be aware of the criteria used in judging their performance. The cooperating teacher and associate teacher should make periodic study of the form in order to set goals for the associate. At the conclusion of the eight weeks, the cooperating teacher should discuss the associate teacher's evaluation with him/her before returning it to the Director of ON-SITE. The Director in turn will distribute the evaluations to the respective OSU supervisors.

Evaluation forms are the same for both PHASE I and PHASE II students except for the colors (Green for PHASE I associates; Yellow for PHASE II associates). As a rule, PHASE II associates should have more items checked, especially in the area of instruction.

PHASE III

ON-SITE student teachers will be evaluated jointly by the cooperating teacher and the university supervisor. The supervisor will establish the grade from the evaluation by the cooperating teacher and personal observations. The student teacher will be visited by the university supervisor at least twice during the 12 weeks in the classroom.

An appraisal form used in evaluating student teachers in the 'regular' program will be used in the evaluation of ON-SITE student teachers:

1. The form, marked "ON-SITE", will be sent to the Student Teaching Liaison Officer from the OSU Office of Student Teaching.

2. The forms will be distributed to the cooperating teachers by the ON-SITE Liaison.

3. Completed forms will be returned to the SPS ON-SITE Liaison Person Lincoln Service Center. (The Liaison Person will keep a record of teachers eligible for Certificates of Entitlement.)

4. In turn, evaluations are sent to the OSU Director of Student Teaching.

5. The OSU Director of Student Teaching will forward evaluations to the OSU Director of ON-SITE.

6. The OSU Director of ON-SITE will distribute to OSU supervisors evaluation forms which are used in assigning grades.

Note: Evaluations are confidential and should be treated as such.

As in previous phases, student teachers should receive copies of the form so they will be aware of the criteria by which they will be assessed. At the conclusion of student teaching, the cooperating teachers should discuss evaluations with the student teacher before the form is returned to the SPS Liaison Officer.

Certificates of Accomplishment

PHASE II

Upon completion of PHASE II, students will receive a certificate verifying their participation in a total of 180 clock hours in public school classrooms (Appendix C).

PHASE III

ON-SITE students' folders in the University Placement Office will contain a Certificate of Accomplishment which includes a description of the varied classroom experiences totaling 15 college credit hours (Appendix C).

Attendance and Vacation Schedules

Scheduled Time in Classroom--PHASES I and II

Although students are regularly assigned to the public school classrooms from 10:00 until 11:30 for PHASE I and from 12:30 until 2:00 for PHASE II, there may be some exceptions. Often a required course on campus is offered at 11:30. This means the associate must leave the elementary school by 11:15, or perhaps earlier, depending on the distance to campus and the parking facilities. If an associate is unable to schedule the classroom experience at the designated time, arrangements for a suitable 'make-up' time can be made between the cooperating teacher and the associate with the approval of the principal of that school and the OSU supervisor. (Such a deviation from the prescribed schedule for ON-SITE is rare.)

Attendance

Once assignments are made to the classrooms, associate teachers are expected to be on time and be present every day according to schedule.

When teachers plan classroom activities involving the associate or student teacher, these plans should not be impaired through irresponsibility or lack of cooperation on the part of university students.

In the event of illness or other emergencies, the associate or student teacher must notify the principal or the school secretary of the reason for absence. The principal or secretary will in turn notify the teacher. This must be done early in the school day so the cooperating teacher has time to adjust instructional plans.

In order to avoid misunderstanding and maintain good relations, the associate or student teacher should, if possible, contact the teacher and explain the reason for absence. Absences in excess of three days should be made up at the convenience of the cooperating teacher and the university student.

Responsibility to the assignment is a part of the total evaluation. Excessive absenteeism will affect the grade as well as the recommendation for continuation in the teaching profession.

Vacation

Associates in PHASES I and II will follow the university school calendar for recess periods.

Once the ON-SITE student teachers (PHASE III) begin full time student teaching, they will follow the calendar of the Stillwater Public Schools for recess periods.

Usually, the public schools begin earlier than the university for both fall and spring semesters. Housing is not always available for most students until the beginning of the university semesters. Therefore, the students cannot always begin when the public schools open. However, if possible, students in all phases are encouraged to attend the opening of school in the fall to learn what preparations are made to initiate the new school year.

APPENDIX

A. Schedules

B. Evaluation Forms

C. Certificates of Accomplishment

D. Teacher Certification at Oklahoma State University

E. Application for Admission to Student Teaching

F. Suggested Activities

G. ON-SITE

SCHEDULE*

FIRST SEMESTER - JUNIOR - PHASE I

M	T	W	Th	F	
Language Arts C&IED 4250 8:30 - 11:20 3 hours credit	8:15 - 9:30 ABSED 3113 Psychological Foundations of Childhood 3 hours (W, F)	ON-SITE Classroom (Integration of subject areas, workshops, demonstrations, etc.) Reading C&IED 4190 3 hours (T, TH)			12 hours
	9:45 -11:15	Participation in classrooms Phase I Instruction one-to-one and small groups C&IED 2450 - 3 hours (Two placements, different levels, different schools)			
P.M. Classes on Campus.					

SECOND SEMESTER - JUNIOR - PHASE II

A.M. Classes on Campus.					
M	T	W	Th	F	
Human Learning in Educational Psychology ABSED 4223 12:30 - 3:00 3 hours credit	12:30 - 2:00	Participation in classrooms. Phase II Same as above; more responsibility related to instruction, planning, evaluation C&IED 3450 - 3 hours (Two placement, different levels, different schools)			12 hours
	2:15 - 4:00	ON-SITE Classroom (Integration of subject areas, workshops, demonstrations, etc.) C&IED 4322 Social Studies 2 hours	C&IED 4352 Science 2 hours	C&IED 4152 Math 2 hours	

STUDENT TEACHING SEMESTER - SENIOR YEAR - PHASE III

Student Teaching all day - 1st 12 weeks C&IED 3122 - 2 ABSED 4052 - 2 C&IED 4913 - 3 C&IED 4450 - 9	Blocked for remainder of semester Student Teaching Phase III	16 hours

*This schedule is subject to change upon decisions of the instructors involved.

20a

Certificate of Accomplishment

This is to certify that

has completed the Associate Teacher phase of the ON-SITE Program (Oklahoma Nucleus for School Involvement in Teacher Education) at Oklahoma State University. As an Associate Teacher this person participated in approximately 180 clock hours of practicum experience prior to student teaching.

22

23

Head, Department of Curriculum and Instruction

Dean of Education

CERTIFICATE OF ACCOMPLISHMENT

This is to certify that _____ has participated in a special program in Teacher Education at Oklahoma State University known as ON-SITE and has completed 180 hours of actual classroom participation prior to twelve weeks of full time student teaching.

ON-SITE is an acronym which stands for Oklahoma Nucleus for School Involvement in Teacher Education. Pre-service students, referred to as Associate Teachers, have the opportunity to work with four different cooperating teachers (K-8) at different grade level and in different schools in Stillwater. The program provides for a wide variety of learning experiences related to classroom management and instruction. Associates spend six hours per week in elementary classrooms for two semesters, and are expected to work with individual students and small groups under the supervision of the cooperating teacher. Following the two semesters of partial involvement in the classroom, Associates are assigned to twelve weeks of full time student teaching.

Participants acquire fifteen credit hours in student teaching during the three semesters.

_____ has completed the following assignments:

GRADE	WEEKS SPENT	RATING

Signed: _____ Title: _____

TEACHER CERTIFICATION AT OKLAHOMA STATE UNIVERSITY

I; The Basis for Certification Programs at Oklahoma State University

A. Certification in Teacher Education in Oklahoma is the responsibility of the State Department of Education.

Curriculum committees responsible to the State Department of Education determine minimum requirements for certification in each of the teacher education fields. These minimum requirements are interpreted by each of the colleges and universities in establishing certification programs on each of the campuses. The certification program developed by the designated persons on a particular campus must be approved by the State Department of Education before it becomes an approved Teacher Education Program. No program is approved unless it meets minimum standards set by the state. Each institution has the prerogative to determine whether or not it will develop programs involving work beyond the minimum set by the state and, if so, to what extent. It is for this reason that teacher education programs on the several college and university campuses differ. Once a certification program has been approved by the State Department, the program remains fixed until a recommendation for change has been presented by the college or university to the State Department of Education and has been approved by the body.

B. The Council on Teacher Education is responsible for leadership in developing Teacher Education programs at Oklahoma State University.

The Council is composed of staff members from the several colleges responsible for Teacher Education. The certification programs have their origin in curriculum committees appointed by the Director of Teacher Education on recommendation of the dean of the college concerned.

A curriculum committee is established for each of the certification programs. This committee is usually composed of one or more members of the Council and additional members from the several disciplines contributing to the curriculum for that particular certification program. Each curriculum committee, with due consideration for minimum requirements established by the State Curriculum Committee, recommends course requirements for the Oklahoma State University certification program in that particular area. Approval by both the Council and the President of the University gives official status to the committee recommendation. A program approved by the Council on Teacher Education and the University President must be forwarded to the State Department for final approval. After a program is accepted by the State Department, the University is authorized to recommend for certification by the State Department those students who have met the requirements for the approved program.

II. Admission to Teacher Education and to Student Teaching

At Oklahoma State University a student may enroll in one of the several colleges with the intention of becoming a teacher, but he is not considered

a participant in a teacher education program until he has met the criteria for admission to a Teacher Education program and has been formally admitted. The admission program involves screening procedures designed to guarantee that the potential teacher is proficient in speech, that he has achieved reasonable mastery of his work in general education as determined by grades and/or scores on the STEP test, and that he has achieved sufficient maturity to exhibit adequate personal adjustment.

Following admission to Teacher Education a student may proceed with course work, making application for admission to student teaching at the appropriate time.

III. Admission to Teacher Education

A. Application Procedures
The student should apply for admission to Teacher Education during the second semester of the sophomore year. The student files an application for admission to Teacher Education in the office of the Director of Student Services of his college if he is enrolled in the College of Arts and Sciences or the College of Education. He files his application in the office of the Department Head if enrolled in a Teacher Education program in the College of Agriculture, the College of Business or the College of Home Economics.

B. Criteria for Admission to Teacher Education
1. Overall gpa of 2.00
2. Demonstrated proficiency in the areas of:
English Composition
English Expression
Mathematics
Science
Social Studies
3. Satisfactory performance on a speech proficiency examination.

C. Implementation of Criteria
1. The total gpa is obtained from no less than 40 hours of courses which are expected to include lower division general education requirements in the areas of English, mathematics, science and social studies, as specified on the student's program.
2. Proficiency in English composition will be demonstrated by successful completion of the Essay portions of the battery of STEP tests.*
EXEMPTION
a. Grade of "B" or above in English 1323, English composition (or comparable course)
b. Complete 8 hours of English composition with an average grade of "C"
c. Receive satisfactory grade on the Arts and Sciences English Proficiency Test.
3. Proficiency in academic areas: English Expression, math, science and social studies will be determined by scores on the respective area tests in the STEP test battery**
EXEMPTION
a. a student with a cumulative gpa above 2.00 but less than 2.70 may be declared proficient in one or more of the

areas if all course work in that area(s) averages 2.30 or above. A student with a cumulative gpa above 2.70 may be determined proficient in one or more of the areas if course work in that area(s) averages 2.00 or above.

4. Proficiency in Speech will be determined by an "adequate" rating on a simple test administered by personnel of the Speech and Hearing Clinic. This test is administered at a time set aside during the period the STEP tests are administered.
5. A student whose overall gpa at the time of application for admission to teacher education is less than 2.00 must complete the full STEP battery.

*If the score on the Essay test is unsatisfactory a student may qualify by either completing English 2332 with a grade of "C" or above or by enrolling in English 3010 for audit.

**A student must score at the 30th percentile or above to be judged adequate in the area(s). A lower percentile score will necessitate subsequent enrollment in an additional course in the subject area(s) and making a grade of "C" or above in the course(s). The appropriate courses should be determined by the adviser in conference with the student.

In the case of deficiency in English Expression, the student may enroll in English 3010 for audit.

IV. Admission to Student Teaching Note: A student must be admitted to Teacher Education (see sec. III) before he is eligible for admission to student teaching

A. Application Procedure
Application should be made during the semester prior to the time of student teaching. The applications are normally distributed at a meeting called by the Director of Student Teaching. Students are notified of this meeting through the O'Collegian, signs on bulletin boards across campus and in residence halls and by announcements made in education classes.

B. Criteria and Implementation Procedures
1. Secondary Education Majors:
   a. Prerequisites for admission to secondary student teaching include a 2.00 overall gpa* and a 2.5 gpa in the teaching field. Similarly, a 2.5 gpa is required for professional education courses. In cases where a student fails to achieve a 2.50 gpa in the professional education courses (but has no grade lower than C in these courses), the professional education course grades may be combined with the teaching field course grades. If such a combination results in a 2.50 gpa, the student will be considered as having met the requirements. Under no circumstances should professional education course grades be averaged with teaching field course grades as an attempt to bolster the teaching field gpa.
   b. If a student has earned a grade lower than C in a professional education course, no combination of professional education and teaching field courses is permitted. In these cases, unless the professional education courses average 2.50 in their own right (e.g., D in Education 2113 and A in Educational Psychology 3113, etc.) it will be necessary for the

student to retake the course in which he has achieved the low mark.

c. GPA requirements appropriate for music students are those set forth for all secondary majors. In calculating gpa's in professional education courses for music students, Music 3733-1 and 3743 are to be considered professional education courses.

d. In calculating gpa's in secondary teaching fields, all courses in the area are to be considered (including those taken as part of the General Education requirements.)

2. Elementary Education Majors:
Requirements for admission to elementary student teaching include 2.30 overall gpa* and a 2.50 gpa in the elementary major and in professional education courses. The following are considered to be the elementary education major courses:

Music 2672, 2682
HPER 2423, 3792
Library Science 3050
CIED 4023, 4213, 3122, 4152, 4250, 4322, 4352
ABSED 4052

The professional education courses are the following:

CIED 2113, 4450
ABSED 3113 or FRCD 3253
ABSED 4223,3203
Philosophy 3713 or CIED 4123

*In determining the overall gpa only the last grade is needed for any repeated courses (exact repeats and not substitutions of either the same or higher level).

Duplicated and distributed by the Office of Student Services, College of Education, September, 1975. (R2)

ONSITE

APPLICATION FOR ADMISSION TO STUDENT TEACHING
(ELEMENTARY SCHOOLS)
Department of Curriculum and Instruction
Oklahoma State University

GENERAL DIRECTIONS. An outline of the procedure you should follow in completing this application is given below.

1. Obtain an Application for Admission to Student Teaching (Elementary Schools).
2. Provide the information requested in the blanks on the several pages of the Application.
3. Secure the signature of the Director of Teacher Education verifying that you have been admitted to Teacher Education. This signature is available in the Office of Teacher Certification, 103A Gundersen Hall.
4. Obtain a copy (unofficial) of your transcript from the Registrar's Office.
5. You are encouraged to visit with the OSU Student Teaching Supervisor in your area concerning your preferences for placement. The Director of Student Teaching, student teaching supervisors and public school personnel will work with you in determining your student teaching assignment.
6. Sign the Application.
7. Submit the completed Application and a copy of your transcript to the Office of Student Teaching, 103A Gundersen Hall, as soon as possible.

If any problems are encountered in executing the above steps, you should seek out your advisor immediately. Remember, however, the responsibility of securing admission to Student Teaching ultimately is yours.

PERSONAL DATA

1. Name: Miss / Mrs. / Ms. / Mr. _____ (LAST FIRST MIDDLE)

2. Stillwater Address: _____ Phone: _____

3. Home Address: _____ Zip Code: _____ Phone: _____

4. College enrolled in: Education _____ FRCD _____ Other _____ (Specify)

ADMISSION TO TEACHER EDUCATION

Verification of Admission to Teacher Education is obtained in the Office of Teacher Certification, 103A Gundersen Hall (Step 3 of General Directions, above). Your Application for Admission to Student Teaching will not be accepted without this verification.

Date of Admission to Teacher Education: _____ Signature: _____
Director of Teacher Education

STUDENT TEACHING PLACEMENT PREFERENCES

1. Complete the table below indication your student teaching placement preferences.

	Location (School System)	School (if preference)	Teacher (if preference)
First Choice			
Second Choice			
Third Choice			

2. Preferred choices of grade level placement (in order of preference) _____, _____, _____
first second third

4. Reasons for your preferences. Extenuating circumstances requiring strong consideration of your first choice should be included.

_____

_____

_____

5. Living arrangements and transportation.

a. Do you have a place to live in the city of your first placement preference?_____ If so indicate the address._____

b. Do you plan to reside with another student?_____If so, with whom?_____

c. Will you have a car?_____If not, will you have access to a car?_____

d. Would you be willing to drive and have riders?_____

e. Would you need or like assistance in arranging a car pool?_____

ADMISSION TO STUDENT TEACHING

1. Professional courses completed or currently underway.

a. List the grades of the courses you have completed and mark "x" those in which you are currently enrolled.

ABSED 3113	_____	C&IED 2450(__hrs)	_____	FRCD 3253	_____
ABSED 3202	_____	C&IED 3122	_____	Philo 3713	_____
ABSED 4052	_____	C&IED 3450(__hrs)	_____	Other	_____
ABSED 4223	_____	C&IED 4123	_____		
C&IED 2113	_____	C&IED 4450(__hrs)	_____		

b. Grade point average for courses listed above:_____(professional gpa)

2. Specialization courses completed or currently underway.

a. List the grades of the courses you have completed and mark "x" those in which you are currently enrolled.

C&IED 4023	_____	C&IED 4322	_____	LIBSC 3050(__hrs)	_____
C&IED 4152	_____	C&IED 4283	_____	Music 2672	_____
C&IED 4213	_____	C&IED 4352	_____	Music 2682	_____
C&IED 4250	_____	HPER 3792	_____	Other	_____

b. Grade point average for courses listed above:_____(specialization gpa)

3. Overall grade point average at the time of application_____(overall gpa)

4. Total number of semester hours that will have been completed by the beginning of the semester for which student teaching is planned:_____

APPLICANT'S SIGNATURE

The foregoing information is accurate and true to the best of my knowledge. I hereby request permission to participate in the student teaching experience.

Date:_____ Signature:_____

AUTOBIOGRAPHICAL FORM

Student Teaching in Elementary Schools
Department of Curriculum and Instruction
Oklahoma State University

This form, in duplicate, is part of the Application for Admission to Student Teaching (Elementary Schools). One copy is used in determining your student teaching placement and is retained with your application in the Office of Student Teaching (103A Gundersen Hall). The other copy is forwarded to the school in which placement has been requested and ultimately given to your assigned cooperating teacher.

Date: _____

1. Name: Miss / Mrs. / Ms / Mr. _____ Age at time of student teaching: _____
2. Marital Status _____ Ages of Children, if any: _____
3. Home Address: _____ Phone _____
4. In case of emergency during student teaching, notify: _____

   _____
5. Preferred choices of grade level _____ (First), _____ (Second), _____ (Third)
6. High School graduated from: _____ (School), _____ (City) _____ (State)
7. College(s) attended (name and location): _____

   _____
8. Comment on your preparation and tell why you have chosen to become a teacher _____

   _____

   _____

   _____
9. Describe what you expect to gain through your student teaching experience _____

   _____

   _____

   _____
10. Describe prior experiences you have had in working with children (Sunday School, etc.)

    _____

    _____

    _____

    _____

11. Identity your school activities and organizational memberships while in high school.

12. Identify your school activities and organizational memberships while in college.

13. Identify any leadership roles you have had since entering high school.

14. Identify any special recognitions or honors you have received (scholarships, ets.)

15. Identify any talents, skills or special interests you have which may be assets in teaching. Identify specific musical or athletic skills you may have.

16. On the remaining portion of this page, introduce yourself to your cooperating teacher. Relate something about your family, your early education, your travel and work (for renumeration) experiences, and your plans for the future.

SUGGESTED ACTIVITIES FOR PRESERVICE EDUCATION STUDENTS in PHASE I and PHASE II of the ON-SITE PROGRAM. (Compiled by the Steering Committee of ON-SITE.)

Associate teachers should have the opportunity to participate in a variety of activities. Students in PHASE I and PHASE II who spend only a quarter of a day in the classroom should make preparation for any type of teaching under the guidance of the cooperating teacher. The following is a suggested list; some students will be capable of doing more than others.

1. Supervision

    a. Escort children to areas of the building.
    b. Assist pupils during study periods and lab-type activities.
    c. Assist on field trips.
    d. Help with playground, hall, lunch, and/or bus duty.
    e. Listen and talk to individuals who need personal attention.

2. Instruction

    a. Read or tell stories to children.
    b. Aid pupils with programmed instructional materials.
    c. Work with pupils in drama, choral poetry, puppet shows, etc.
    d. Conduct educational games.
    e. Help with various types of teaching-learning situations in art, music, etc.
    f. Help children evaluate their work.
    g. When permitted, observe the special teachers at work with children (art, music, learning disabilities, physical education, etc.).
    h. Aid in planning activities for the classroom.
    i. Assemble materials for instruction.
    j. Help in establishing learning centers.
    k. Present lessons under the guidance and supervision of the teacher.

3. Classroom Management

    a. Assist in keeping the room comfortable.
    b. Collect and pass out materials.
    c. Attend to needs of individual students.
    d. Record information.

4. Materials and Equipment

    a. Learn to operate and set up audio-visual machines.
    b. Study textbooks, manuals, reference materials, and library books.
    c. Help with a reasonable amount of evaluation of students' work.

ON-SITE

ON-SITE PLACEMENT INFORMATION (For teachers who are new to the program or who have not worked with the associates recently.)

ON-SITE = An innovative teacher education concept involving the Stillwater Public Schools and Oklahoma State University.

ON-SITE is a three semester program which allows the students who participate to spend 1/4 of a school day in the public classroom for two semesters and a full day for 12 weeks the third semester.

During the first two semesters, PHASE I and PHASE II, the associate teacher is placed in four different levels (elementary and/or middle school) and, most hopefully, at four different schools. This allows them to be better informed when determining the grade level they prefer for full time student teaching and also exposes them to many different ways to present materials and manage classrooms.

PHASE I associates are in the classroom Tuesday through Friday from 10:00 to 11:30, working with the children. Monday through Friday associates in PHASE I are scheduled for methods as follows: M 8:30-11:15 Language Arts; TT 8:30-9:45 Reading; WF 8:30-9:45 Human Development. Associates should be given time to observe and gradually grow into the role of a team member. They should begin to participate in instruction by working with individual children and small groups.

PHASE II associates are in the classroom Tuesday through Friday from 12:30-2:00. They will have already worked with students in two classrooms and should be more capable than PHASE I associates of working into teaming. Teachers should expect them to accept more responsibility related to instruction, planning, and evaluation. The schedule for PHASE II associates follows: M 12:30-3:00 Human Learning; TWTF 2:15-4:00 Science, Social Studies, and Math in rotation.

PHASE III student teachers are assigned to twelve weeks of student teaching. At the completion of the student teaching experience they enroll in the following courses: Audio-Visual Instruction, Tests and Measurements, and International Education.